

QUALITY INDICATORS FOR IDAHO DISTRICT ACCREDITATION STANDARDS

STANDARD I – VISION, MISSION AND POLICIES

District and school vision and mission statements are to serve as directional statements that form the foundation of all policies, guidelines and practical decisions that support student achievement. Education stakeholders in the district and school communities will collaboratively develop these guiding principles and review them periodically. Vision, mission and policies will be aligned with the Thoroughness legislation defined by Idaho Code 33-1612 and referenced in the Thoroughness Chapter of Idaho State Board of Education Administrative Rules.

VISION, MISSION AND EXPECTATIONS FOR STUDENT LEARNING -- 24 points

(Unless otherwise noted in parentheses following the quality indicator, each indicator has a value of 3)

The district's vision and mission statements describe the essence of what the district is seeking to achieve for its students. The expectations for student learning are based on and drawn from the mission statement. These expectations are the fundamental goals by which the district continually assesses the effectiveness of the teaching and learning process in its schools. Every component must focus on enabling all students to achieve the district's expectations for student learning.

1. The district shall have clearly written vision and mission statements that guide the development of school vision and mission statements. (6)
2. The mission statement and expectations for student learning shall be developed by the community and be approved and supported by the professional staff, the school board and/or other district-wide governing organization.
3. The district's mission statement shall represent the community's fundamental values and beliefs about student learning.
4. The mission statement and the expectations for student learning shall guide the policies, procedures and decisions of the district. (6)
5. The vision and mission shall be regularly reviewed and communicated to the community. (6)

SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES -- 30 points

The local board of trustees develops and/or adopts district-wide policies. Schools within the district are subsequently responsible for developing, implementing and monitoring a comprehensive set of administrative procedures that are aligned with district policies.

1. The district has written policies congruent with its vision and mission and reflective of broad public input. (6)
2. The district has a parent/community involvement policy. (6)
3. District policies and procedures are available to students, parents, staff and the community. (6)
4. District policies are reviewed and updated regularly to reflect district needs. (6)
5. District policies and administrative procedures reflect, at a minimum, state and federal laws, rules and regulations. (6)

LEADERSHIP AND ORGANIZATION -- 18 points

The district administrators and school board members have the responsibility to coordinate the allocation and utilization of resources to maximize school capacity to meet the needs of all students. District decision-making

District Indicators – May 2006

should be characterized by thoughtful, reflective and constructive discourse about practices that support student learning and well being.

1. The superintendent shall provide leadership in the school community by creating and maintaining a shared vision, direction and focus for student learning. (6)
2. The instructional schedule adopted by the school board shall be driven by the district's mission and expectations for student learning and shall support effective implementation of curriculum, instruction and assessment at the school building level. (6)
3. Meaningful roles in the decision-making process shall be accorded to students, parents and school staff to promote an atmosphere of participation, responsibility and ownership. (6)

STANDARD II – HIGHLY QUALIFIED PERSONNEL

The most important factor for improving student achievement is the quality of the classroom teacher. Placing and retaining a competent, caring and qualified teacher in every classroom will maximize opportunities for student learning. All educators of Idaho students will be highly qualified as defined by the Idaho State Board of Education Administrative Rules.

Individual professional development plans and a staff evaluation model that effectively promotes the continuous improvement of school personnel are required components of this standard.

STAFFING – 24 points

1. Certificated personnel meet all state and federal requirements. (18)
2. Non-certificated personnel meet all state and federal requirements. (6)

INDIVIDUAL PROFESSIONAL DEVELOPMENT – 18 points

1. The district involves staff in the development and implementation of district professional development plans that align with the goals defined in the district strategic plan. (6)
2. The district provides the organizational structure, support, time and resources to schools in order to meet the objectives of individual and school-wide professional development plans. (12)

STAFF EVALUATION – 18 points

1. The district uses a staff evaluation model that effectively promotes the continuous improvement of school personnel. (18)

STANDARD III – EDUCATIONAL PROGRAM

Schools will provide a comprehensive educational program focused on meeting the needs of all students. High expectations for student success and frequent monitoring of student progress are critically important to student learning. Deep alignment of curriculum, instruction and assessment to standards considered essential for all students is imperative.

A school's educational program must be aligned with the Thoroughness legislation, Idaho Code 33-1612; the State Board of Education's Idaho Content Standards K-12; and the testing and high school graduation requirements defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

ELEMENTS OF THOROUGHNESS – 6 points

1. The following Elements of Thoroughness, as cited in Idaho Code 33-1612, are integrated throughout the district's educational program: (6)
 - a. provision of a safe learning environment conducive to learning
 - b. educators empowered to maintain classroom discipline
 - c. emphasis on basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work
 - d. provision of instruction in effective communication skills
 - e. provision of a basic curriculum that enables students to enter academic or professional-technical postsecondary educational programs
 - f. instruction in skills necessary to enter the workforce
 - g. introduction of students to current technology
 - h. skill acquisition for responsible citizenship at home, school and in the community

CONTENT STANDARDS - 24 points

1. The district staff has aligned curriculum, instruction and assessments with the Idaho Content Standards. (18)
2. Non-traditional courses such as distance education, correspondence courses, web-based courses and the Portable Assistance Student Support (PASS) program are aligned with the Idaho Content Standards and district-approved for use in the schools. (6)

CURRICULUM – 36 points

The curriculum, which includes coursework, co-curricular activities and other school-approved educational experiences, is the district's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the district's beliefs and its expectations for student learning. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

1. A written curriculum is provided and utilized for each subject area. (6)
2. The district effectively implements a well-defined plan for the review and adoption of curriculum and materials. (6)
3. The district selects primary curricular materials for all subject areas from the Idaho Adoption Guide as approved by the State Board of Education. (6)
4. The district effectively implements a well-defined plan for the integration of technology into its curriculum, instruction and assessments. (6)
5. Curricular coordination and articulation shall be evident between and among all academic areas and schools in the district. (6)

6. The district shall commit time, financial resources and personnel to the development, evaluation and revision of curriculum. (6)

INSTRUCTION – 27 points

The quality of instruction in a district's schools is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum and the assessment of student progress. Instructional practices must be grounded in the district's mission and expectations for student learning, supported by research in best practice and refined and improved based on identified student needs.

1. The district policies and procedures address: (15)
 - a. a parent-approved student learning plan by the end of eighth grade or by age 14 for special education students regardless of grade level. (N/A for grades K-7)
 - b. an individual learning plan that is aligned with the Idaho Content Standards for limited English proficient students who require testing accommodations.
 - c. a current individual education plan that is aligned with the Idaho Content Standards for all special education students.
 - d. provision of the opportunity to develop academic skills, professional-technical skills and life skills to all students.
 - e. allocation of instructional time to support student learning.
2. The district endeavors to meet the teacher/student ratios and teacher loads recommended by the state for each school: (12)
 - Elementary (K-3) = 20
 - Elementary (4-6) = 26
 - Middle/junior high = 160 teacher load
 - High school = 160 teacher load for traditional schedule (140 for trimester school schedules, 180 for block school schedules)
 - Alternative school (7-12) = 18 average daily class load

ASSESSMENT OF STUDENT LEARNING – 12 points

Assessment informs the district regarding student progress and ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the community the progress of students in achieving the district's expectations for student learning and course-specific learning goals. Assessment results must be continually utilized to improve curriculum and instruction.

1. The district participates in the annual statewide student assessment program as required by Administrative Rules.
2. The district regularly monitors student achievement.
3. The district uses data to improve student performance, facilitate high quality instruction and provide appropriate intervention.
4. The district communicates district and school progress in achieving all district-wide expectations for student learning to the community.

STANDARD IV – LEARNING ENVIRONMENT

Schools will provide a safe, nurturing, disciplined and orderly learning environment conducive to learning. School site, facilities, equipment and related services serve as a vehicle for the implementation of the school mission and factor into the functioning of the educational program. The school's learning environment should contribute to a positive educational atmosphere and address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for students. The provision of a productive climate and culture is an essential factor impacting student achievement.

SCHOOL PLANT AND FACILITIES – 30 points

1. The district has established regulations regarding matters of public health including sanitation, sewage disposal, a safe water supply and emergency procedures. (6)
2. Facilities meet all building codes, safety standards and public health regulations required by state and local authorities. (6)
3. School sites, buildings, equipment and furnishings are designed and maintained to facilitate the safety of all occupants and to maintain the quality of the school's instructional and co-curricular programs. (6)
4. All district facilities are inspected annually per Idaho Uniform School Building Safety Act. (6)
5. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair and cleanliness of all school facilities within the district. (6)

SAFE, POSITIVE SCHOOL ENVIRONMENT – 30 points

1. According to IDAPA 08.02.03.160, the district has developed, written and annually reviewed comprehensive districtwide policies and procedures that provide for a safe learning environment conducive to learning and encompass the following: (30)
 - a. school climate
 - b. discipline
 - c. violence prevention
 - d. gun-free schools
 - e. substance abuse
 - f. suicide prevention
 - g. student harassment
 - h. drug-free school zones
 - i. contagious or infectious diseases
 - j. building safety including emergency drills

DISTRICT/COMMUNITY RESOURCES FOR LEARNING – 60 points

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The district is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the district's mission and expectations.

1. The district employs classified and support personnel to meet the needs of the staff and students.
2. Students have access to the following school-based programs required in Idaho statutes: (21)

- a. comprehensive developmental school counseling
 - b. programs for gifted/talented and disabled students
 - c. school psychological services
 - d. health and school nursing services
 - e. physical therapy and/or occupational therapy services
 - f. supplemental academic support programs
 - g. extended time
3. Students have access to the following community-based services required in Idaho statutes: (18)
 - a. public health
 - b. community mental health
 - c. child protective services
 - d. vocational rehabilitation
 - e. job services
 - f. law enforcement and/or juvenile justice liaison
4. The district works collaboratively with communities and families in a school readiness program to prepare children for success in school.
5. The district shall foster business/community/higher education partnerships that support student learning.
6. The district shall conduct ongoing planning to address future programs, enrollment changes, staffing, facility and technology needs as well as capital improvements.
7. The district endeavors to meet state-recommended caseloads for pupil personnel services: counselors, social workers & psychologists = 400:1 (*student/district average)
8. The district endeavors to meet the state-recommended ratios for building administrative personnel: not to exceed 500:1*
9. The district endeavors to meet the state-recommended ratios for elementary/secondary media generalists and assistants: elementary = 500:1* /secondary = 500:1*

STANDARD V - CONTINUOUS SCHOOL IMPROVEMENT

Continual improvement of the educational program is essential in providing quality results. Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are required elements that distinguish good schools. Successful improvement programs should focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.

DISTRICT STRATEGIC PLAN – 36 points

1. The district develops and implements a comprehensive district strategic plan encompassing the priorities and needs of its schools. (12)
2. The district conducts an annual review of strategic and continuous school improvement plan progress with the local board of trustees. (12)
3. The district distributes strategic and continuous school improvement plan results to staff, parents and other stakeholders. (12)

PROFESSIONAL DEVELOPMENT – 24 points

1. The district has ensured that time and resources are made available to staff in order to meet professional development needs. (12)
2. Professional development is an integral part of and aligned with the district strategic plan. (12)

STANDARD VI – STUDENT ACHIEVEMENT

The primary focus for Idaho schools is student learning and growth. Districts and schools, in partnership with parents and the community, must be accountable for student achievement. Accountability refers to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance.

The State Board of Education’s accountability measures defined in Administrative Rules set forth the basic requirements contained in this standard.

ACCOUNTABILITY - 24 points

1. The district has established high school graduation requirements that, at a minimum, align with those of the State Board of Education.
2. The district reports attendance rates, student dropout rates, and graduation rates and incorporates goals for reducing the number of absences and dropouts in the district strategic plan.
3. The district develops and communicates written administrative policies and procedures to staff, students and patrons regarding: (18)
 - a. a comprehensive and effective plan for evaluating student achievement
 - b. grading and graduation requirements
 - c. attendance
 - d. promotion and retention
 - e. expulsion and suspension
 - f. persistently dangerous schools

STUDENT PROGRESS – 59 points

1. The district disaggregates all student data and reports progress annually, adhering to current state and federal guidelines. (6)
2. The district publishes annual report cards, which include state assessment data; makes them broadly available in understandable language to the public; and submits them as required by state and federal requirements. (6)
3. The district demonstrates student growth and/or progress on statewide assessments as measured by the Fall Idaho Standards Achievement Test (ISAT), and the Fall to Spring Idaho Reading Indicator (IRI). (47)
 - a. ISAT:
 - i. students do not meet typical (expected) growth
 - ii. students meet typical (expected) growth
 - iii. students exceed typical (expected) growth
 - iv. students demonstrate extraordinary growth
 - b. IRI:
 - i. students do not meet state established proficiency targets
 - ii. students are making progress toward the established proficiency targets
 - iii. students meet state established proficiency targets (85% etc)
 - iv. students exceed state established proficiency targets